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ABSTRACT

Analysis of questionnaire responses of minority, foreign, and white graduate students at the Oklahoma State University (OSU) found that most had a positive perception of their university environment. The questionnaire was sent to a total of 920 potential respondents, of whom 284 (31%) returned completed and usable instruments. The instrument covered the following variables: the quality of orientation information and financial aid information available to students; encouragement/assistance in applying for financial aid; experiences or observations of racial or sexual discrimination; faculty and student relations; opportunities for professional development; race relations; research committee selection and maintenance; and student services. Results of the survey found that regardless of ethnicity or college affiliation respondents positively perceived 5 of the 10 environmental factors. Analysis by college found that some colleges received higher ratings than others with regard to orientation information. Analysis by ethnic group found patterns similar to those observed with the college based analysis. Intercorrelations also indicated that students perceived some variables to be related. It is concluded that, although OSU graduate students have a positive perception of their university environment, several areas need improvement, e.g.: information and assistance regarding financial assistance programs; professional development or enrichment opportunities; and graduate student orientation. Tables detail results by college and student type. The questionnaire, descriptive statistics, and respondents' comments are appended. (JB)

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A Study of Graduate Student Perceptions of the Oklahoma State University Environment

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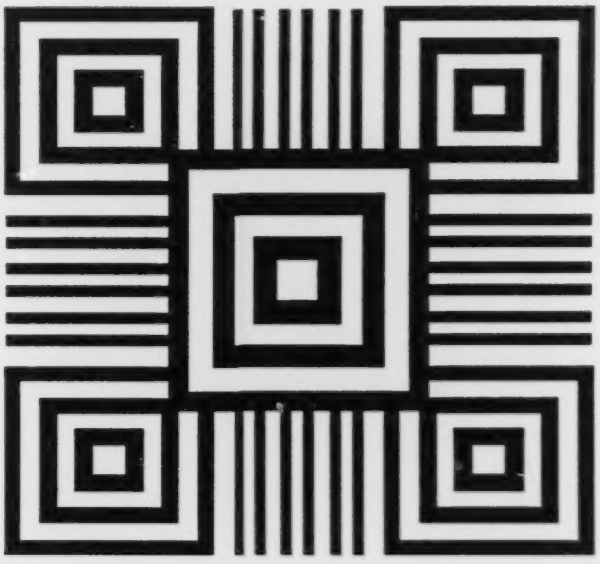

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Researcher's Statement

When asked how they feel about their graduate school experience, most students respond by evaluating factors such as interpersonal and professional relationships, the university climate, opportunities for professional growth, availability of financial support, or the surrounding communities. These factors which comprise the internal and external environments of the university are increasingly important to graduate schools because of their potential impact on graduate student recruitment and retention. The current or former student's perception of their graduate school experience (and the extent to which they communicate it to prospective students) can be an important variable in the institution's ability to attract and retain new students.

This study was conducted during the Spring semester of 1989 to determine graudate student perceptions of the Oklahoma State University internal environment. Based on my work at that time in the areas of minority graduate student recruitment and retention, I proposed that the results of this research be used by the university (central administration, academic deans, and others) to identify or evaluate environmental factors that are affecting its ability to attract and retain minority graduate students. After several discussions with my colleagues in the Graduate College, they concurred with the need for the study and we agreed to expand the sample to include representatives of all ethnic groups.

Throughout this research, from developing the survey instrument to typing this document, I have received assistance and support from graduate students, colleagues in the Graduate college, educators and researchers, and diligent typists. Even though this report is not as timely as I would have preferred, based on my continuing work with minority graduate students, the findings are still relevant and useful.

--Debra A. Buchanan

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Introduction

Numerous researchers report that a variety of environmental factors attribute to a student's ability to complete an academic degree program. These factors may include the student's academic level, their perceived academic or social support system, their ability to adapt to and persevere in a new environment, and the extent to which the student can satisfy basic survival needs.

Acknowledging the potential multitude of factors which can affect the retention of students, efforts were undertaken by the Oklahoma State University Graduate College to determine student perceptions of selected factors in the OSU environment. It was thought that student perceptions of certain factors could possibly assist in modifying elements of the institution's environment which attribute to attrition and the university's ability to recruit new students.

Purpose

This study sought to determine graduate students' perceptions of the OSU environment. Participants were asked to rate the university on nine environmental factors: adequacy of orientation information, adequacy of financial aid information, encouragement and assistance provided in applying and competing for financial assistance, race relations, faculty and student relations, opportunities for professional development, research committee selection and maintenance, and student services. Respondents were also invited to comment on each environmental factor and to give their perception of the overall university environment. The researcher perceived each factor as having a significant impact on the university's ability to recruit and retain graduate students.

Research Questions

The following questions served as the basis for this research:

1. Do graduate students have a positive perception of the Oklahoma State University environment?
2. Do graduate student perceptions of the OSU environment vary by academic college?
3. Do graduate student perceptions of the OSU environment vary by ethnic group?

Definition of Variables

1. Orientation information - processes, procedures, and strategies for manipulating and functioning successfully within the university environments (internally and externally); the extent to which students participated in these programs.
2. Financial aid information - sources of financial support both on- and off-campus; procedures for identifying, applying for, and receiving financial assistance.
3. Encouragement and assitance in applying for and competing for financial assistance - the extent to which students are informed of discipline-related financial assistance opportunities (i.e. fellowships, scholarships, internships, etc.) and are encouraged and assisted by faculty members in applying for such awards.
4. Experiences with discrimination - the extent to which respondents had been subjected to sexist or racist remarks from other students, university employees, or in the classroom.
5. Observations of discrimination - the extent to which respondents had witnessed sexist and racist remarks perpetrated against them and others by students, university employees, or in the classroom.
6. Faculty and student relations - the extent to which a collegial and social relationship exists among students and faculty.

7. Opportunities for professional development [enrichment] - the extent to which students are informed of and assisted in attending workshops, conferences, seminars in their discipline; the extent to which networking situations are designed between students and on- and off-campus professionals.
8. Race relations - the extent to which students had witnessed or experienced racist or sexist insults from other students, employees, or in the classroom.
9. Research committee selection and maintenance - the ease by which the process for committee selection and manipulation could be implemented successfully; the perceived level of compatibility between the expertise of the faculty member and the research interest of the student.
10. Student services - a rating of selected academic and non-academic offices and facilities.

Methods

Instrument

After identifying factors in the OSU environment which have, according to the literature, traditionally affected graduate student retention rates, a preliminary questionnaire was developed by the researcher. Items included in the instrument were selected based on interviews with randomly selected OSU graduate students, a literature review, a review of the university's recruitment publications and academic policies, and observances of actions resulting from the implementation of university procedures and practices. The draft questionnaire was circulated several times among selected graduate students and faculty members for review, critique, and modification. The instrument was subsequently revised based on their comments and recommendations. The resulting instrument is presented in this document as Appendix A.

Sample

A sample of 920 graduate students was selected to participate in the study, representing approximately 25% of the graduate student population during the Spring of 1989. Of the 920 students, 354 (38%) were internationals (non- Americans); 224 (24%) were ethnic minorities (African American, Asian American, Hispanic, and Native American) and 350 (38%) were Caucasian. The sample consisted of the population of ethnic minorities, and stratified samples of international and majority students.

Procedures

The questionnaire was mailed to the sample of 920 students in the Spring of 1989 with a cover letter explaining the purpose of the survey, possible uses of the results, and instructions for returning the completed questionnaire. Participants were asked to respond within a two-week period.

Considering that the questionnaires were being mailed to locations within the state, it was anticipated that they would reach their destination within ten days. A postcard was mailed at the end of ten days to remind recipients to complete and return the instrument.

Data Analysis

Data analysis provided descriptive statistics (frequencies and measures of variability) for each questionnaire item. The Pearson r was calculated to determine the perceived relationship between environmental factors.

Respondents' ratings of environmental factors were performed on scales ranging either from 1 to 5 or 1 to 4, with a rating of one in either case representing a positive perception. For purposes of reporting survey results by academic college and by ethnic group, average ratings were calculated for each group. On a scale of 1 to 5, group ratings less than 3.00 were considered positive, equal to 3.00 were described as neutral, and greater than 3.00 were considered negative. Similarly, on a scale of 1 to 4, group ratings less than 2.50

were considered positive, equal to 2.50 were considered neutral, and greater than 2.50 were described as negative. Standard deviations are also provided to indicate the degree of consistency among ratings.

Results

Profile of Respondents

Of the 920 questionnaires mailed, 284 (31%) completed and usable instruments were returned. The majority of respondents (39%) identified themselves as a member of an ethnic minority group; majority students represented the second largest group of respondents (37%), followed by internationals (19%) and those who chose not to identify their ethnic affiilation (5%).

The majority of respondents were at the master's level (52%) and attended school full-time (64%) typically in the Colleges of Arts and Sciences (33%), Education (26%), or Agriculture (11%). Age of the typical respondent was between 21 and 40 (79%). He/she was married (55%) with no children (71%). Of the respondents who reported that they had children (29%), there were typically one (42%) or two (33%) children in the home. The majority of respondents were residents of Oklahoma (58%) and currently resided in Stillwater (71%). When asked if they had any prior affiliation with OSU, the majority (60%) reported none. Thirty-four percent indicated that they were holders of an OSU degree primarily at the bachelor's level. Relative to employment status, the majority of respondents (47%) reported that they were employed part-time; 29% were employed full time; and 24% were unemployed. A minority of respondents (44%) were employed as graduate assistants -- a majority (64%) of which were teaching assistantships.

The frequency of responses for each questionnaire item is presented in Appendix B.

Perceptions by College

The following tables contain means and standard deviations by academic college for each of the nine environmental factors rated by respondents. The range of the scale used to rate each factor is listed in the legend of each table. The majority of ratings were made on four-point scales ranging from one to four, with the exception of three items as noted. In all instances, however, the lower score indicated a positive perception. Intercorrelations among the nine variables or factors are also provided to show the extent or degree to which relationships exist between them.

College of Agriculture

As presented in Table 1A, respondents from the College of Agriculture rated four of the nine factors positively: orientation information (2.78), faculty-student-student relations(2.31) research committee (2.19), and student services (2.76). Although the means associated with these factors indicate a generally positive perception, the standard deviation of three of the factors (orientation, research committee, and student services) indicate considerable variability in ratings, with many rating it positively and many others rating it negatively.

A review of intercorrelations among environmental factors as presented in Table 1B revealed numerous moderately strong relationships. Of particular interest is the direct relationship perceived to exist between orientation and financial aid information, (r=.79) encouragement by faculty to apply for specific types of financial aid (r=.83), faculty and student relations (r=.83), and the research committee (r=.80). Moderately strong positive relationships were also evident between the amount of financial aid information received, whether one was encouraged to apply for it (r=.66), the relationship between faculty and students (r=.52), the extent to which professional development opportunities are available (r=.62), and one's relationship with and/or perception of the effectiveness of the research

Table 1A
College of Agriculture
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	2.78*	.97
2.	Financial Aid Information	3.08	.83
3.	Financial Aid Encouragement	3.28	.74
4.	Experiences with Discrimination	3.67	.42
5.	Observations of Discrimination	3.47	.54
6.	Faculty-Student-Student Relations	2.31*	.60
7.	Professional Development	2.66	.75
8.	Research Committee	2.19*	.90
9.	Student Services	2.76*	.90

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 1B
College of Agriculture
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.79	.83	-.75	-.64	.83	.61	.80	.38
2.	Financial Aid Information		---	.66	-.18	-.40	.52	.62	.56	.33
3.	Financial Aid Encouragement			---	-.29	-.32	.45	.52	.67	-.04
4.	Experiences with Discrimination				---	.60	.09	.04	-.42	-.32
5.	Observations of Discrimination					---	-.22	-.10	-.35	-.57
6.	Faculty-Student-Student Relations						---	.73	.46	-.04
7.	Professional Development							---	.38	.05
8.	Research Committee								---	.43
9.	Student Services									---

committee (r=.56). A moderately strong positive relationship was thought to also exist between encouragement received to apply for financial aid, professional development (r=.52), and the research committee (r=.67). Similarly, students perceived the extent to which one was engaged in professional development to be positively related to faculty and student relations (r=.73). A moderately strong negative relationship was observed between ratings of orientation, experiences with (r=-.75) and observations of (r=-.64) discrimination, and between observations of discrimination and student services offices (r=-.57).

College of Arts and Sciences

Responses from the College of Arts and Sciences (Table 2A) indicated relatively neutral perceptions of orientation information (2.96). Positive perceptions were revealed on ratings of two items: faculty-student-student relations (2.24) and the research committee (2.13). The relatively small standard deviation associated with each factor suggests minimal variability in rating of all items.

Table 2B contains a correlation matrix presenting intercorrelations of environmental factors. Moderately strong positive correlations were observed between the following items: information received about financial aid information and whether one was encouraged to apply for financial assistance (r-.69), financial encouragement and professional development (r=.54), experiences with and observations of discrimination (r=.78), and faculty-student-student relations and professional development (r=.64).

Table 2A
College of Arts and Sciences
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	2.96	.83
2.	Financial Aid Information	2.96	.74
3.	Financial Aid Encouragement	3.01	.75
4.	Experiences with Discrimination	3.53	.56
5.	Observations of Discrimination	3.29	.74
6.	Faculty-Student-Student Relations	2.24*	.54
7.	Professional Development	2.52	.70
8.	Research Committee	2.13*	.84
9.	Student Services	2.96	.78

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 2B
College of Arts and Sciences
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.39	.27	-.27	-.27	.32	.26	.32	.35
2.	Financial Aid Information		---	.69	-.02	.16	.31	.43	.17	.17
3.	Financial Aid Encouragement			---	.06	.23	.49	.54	.28	.09
4.	Experiences with Discrimination				---	.78	-.14	-.08	-.04	-.23
5.	Observations of Discrimination					---	.03	-.08	-.15	-.35
6.	Faculty-Student-Student Relations						---	.64	.27	.01
7.	Professional Development							---	.49	.16
8.	Research Committee								---	.30
9.	Student Services									---

College of Business

Perceptions of graduate students in the College of Business are presented in Table 3A. Positive perceptions of four environmental factors are revealed: orientation information (2.49), faculty-student-student relations (2.14), the research committee (2.25), and student services (2.91). The relatively small standard deviations indicate that respondents tended to rate all items similarly. Moderately strong positive relationships were perceived between some of the environmental factors shown in Table 3B. For example, relationships were thought to exist between receipt of financial aid information and whether one was encouraged to apply for certain types of aid (r=.60), financial encouragement and professional development (r=.57), experiences with and observations of discrimination (r=.76), and faculty-student-student relationships and professional development (r=.57).

College of Education

Table 4A contains perceptions of the OSU environment based on responses from graduate students in the College of Education. Three environmental factors were rated positively: faculty-student-student relations (2.38), the research committee (2.20), and student services (2.79). Standard deviations revealed considerable variability in ratings of orientation information and the research committee, indicating a significant number of positive and negative ratings of these items.

The intercorrelations between environmental factors for College of Education respondents are presented in Table 4B. Moderately strong positive relationships were revealed between the following: orientation information and information received about financial aid (r=.60); receipt of financial aid information and encouragement to apply for financial assistance (r=.63); and faculty-student-student relations and professional development (r=.57). A high positive correlation was observed between experiences with and observations of discrimination (r=.88).

Table 3A
College of Business
Means and Standard Deviations
(Ratings of Enviornmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	2.49*	.39
2.	Financial Aid Information	2.88	.67
3.	Financial Aid Encouragement	3.00	.68
4.	Experiences with Discrimination	3.59	.59
5.	Observations of Discrimination	3.37	.55
6.	Faculty-Student-Student Relations	2.14*	.56
7.	Professional Development	2.89	.62
8.	Research Committee	2.25*	.76
9.	Student Services	2.91*	.78

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 3B
College of Business
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.24	.40	-.34	-.78	.42	.57	.45	.29
2.	Financial Aid Information		---	.60	-.24	-.02	.22	.33	.10	.22
3.	Financial Aid Encouragement			---	.01	.04	.46	.57	.34	.08
4.	Experiences with Discrimination				---	.76	-.05	.02	.09	.11
5.	Observations of Discrimination					---	.22	.02	-.05	.20
6.	Faculty-Student-Student Relations						---	.57	.26	.11
7.	Professional Development							---	.48	.33
8.	Research Committee								---	.45
9.	Student Services									---

Table 4A
College of Education
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	3.08	1.49
2.	Financial Aid Information	3.42	.70
3.	Financial Aid Encouragement	3.60	.63
4.	Experiences with Discrimination	3.65	.50
5.	Observations of Discrimination	3.48	.70
6.	Faculty-Student-Student Relations	2.38*	.65
7.	Professional Development	3.06	.66
8.	Research Committee	2.20*	.92
9.	Student Services	2.79*	.78

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 4B
College of Education
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.60	.07	.17	.11	.20	.14	.40	.30
2.	Financial Aid Information		---	.63	.11	.07	.24	.36	.09	.12
3.	Financial Aid Encouragement			---	-.07	-.08	.27	.47	.11	.08
4.	Experiences with Discrimination				---	.88	-.14	-.16	.05	-.29
5.	Observations of Discrimination					---	-.10	-.18	-.09	-.27
6.	Faculty-Student-Student Relations						---	.57	.22	.17
7.	Professional Development							---	.25	-.11
8.	Research Committee								---	.39
9.	Student Services									--

College of Engineering

Perceptions of College of Engineering respondents are presented in Table 5A. A neutral response was indicated in the rating of faculty-student-student relations (2.53) while student services received the only positive rating (2.94).

A review of the correlation matrix Table 5B for the College of Engineering contains several noteworthy relationships. A moderately strong positive relationship is indicated between orientation information and student services (r=.71), encouragement to apply for financial assistance and professional development (r=.61), faculty- student-student relations and professional development (r=.70), and faculty-student-student relations and the research committee (r=.51). A high positive correlation was revealed between experiences with and observations of discrimination (r=.92).

College of Home Economics

Table 6A contains positive perceptions of two environmental factors from the College of Home Economics: faculty-student-student relations (2.30) and the research committee (2.17). Respondents provided a neutral rating of student services offices (3.03). Standard deviations for the majority of items were relatively small, indicating a mostly consistent rating of items by all respondents. The standard deviation for one item, the research committee, revealed considerable variability among ratings.

As indicated in the correlation matrix (Table 6B), respondents from the College of Home Economics felt that a moderately high negative correlation existed between orientation information and encouragment to apply for financial assistance (r=-.60). Conversely, a moderately high positive relationship was thought to exist between receipt of information about financial aid and encouragement to apply for financial aid (r=.66) and experiences with and observations of discrimination (r=.86).

Table 5A
College of Engineering
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	3.07	.63
2.	Financial Aid Information	3.37	.53
3.	Financial Aid Encouragement	3.35	.89
4.	Experiences with Discrimination	3.57	.66
5.	Observations of Discrimination	3.46	.71
6.	Faculty-Student-Student Relations	2.53	.70
7.	Professional Development	2.93	.86
8.	Research Committee	2.16	.82
9.	Student Services	2.94*	.62

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 5B
College of Engineering
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.22	.30	-.30	-.12	.16	.40	.48	.71
2.	Financial Aid Information		---	.39	.06	.07	.06	.24	.11	.06
3.	Financial Aid Encouragement			---	-.08	-.11	.45	.61	.28	.21
4.	Experiences with Discrimination				---	.92	-.04	-.24	.14	-.29
5.	Observations of Discrimination					---	-.11	-.27	.08	-.24
6.	Faculty-Student-Student Relations						---	.70	.51	-.16
7.	Professional Development							---	.34	.07
8.	Research Committee								---	.02
9.	Student Services									---

Table 6A
College of Home Economics
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	3.32	.54
2.	Financial Aid Information	3.13	.57
3.	Financial Aid Encouragement	3.10	.70
4.	Experiences with Discrimination	3.62	.47
5.	Observations of Discrimination	3.55	.46
6.	Faculty-Student-Student Relations	2.30*	.51
7.	Professional Development	2.69	.55
8.	Research Committee	2.17*	1.15
9.	Student Services	3.03	.54

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 6B
College of Home Economics
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	-.24	-.60	.23	.30	-.47	-.18	-.10	.00
2.	Financial Aid Information		---	.60	-.12	-.07	.33	.48	.16	.13
3.	Financial Aid Encouragement			---	-.32	-.16	.45	.32	.36	.29
4.	Experiences with Discrimination				---	.86	-.16	.05	.02	-.12
5.	Observations of Discrimination					---	-.13	.05	.17	-.14
6.	Faculty-Student-Student Relations						---	.16	-.11	-.02
7.	Professional Development							---	.27	.03
8.	Research Committee								---	.39
9.	Student Services									---

Special Students

Ratings of environmental factors provided by special students (non-degree pursuing), as presented in Table 7A, revealed positive ratings of three factors: faculty-student- student relations (2.30), the research committee (2.35), and student services (2.56). Standard deviations showed minimal variability.

As shown in Table 7B, moderately high positive correlations were indicated between several factors: financial aid information received and encouragement to apply (r=.58); experiences with and observations of discrimination (r=.82); observations of discrimination and the research committee (r=.73); and professional development and student services (r=.82). Moderately high negative correlations were indicated between receipt of financial aid information and professional development (r=-.51); encouragement to apply for financial assistance and faculty-student-student relations (r=-.75); encouragement to apply for financial assistance and professional development (r=-.56); experiences with discrimination and student services (r=-.52); and observations of discrimination and professional development (r=-.58).

College Unknown

Table 8A contains two positive ratings of environmental factors -- faculty-student-student relations (2.15) and the research committee (2.67) -- provided by students who did not indicate their college affiliation. Professional development received a neutral rating of 2.50. Standard deviations showed minimal variability, with the exception of ratings of encouragement to apply for financial assistance. Ratings of that item indicated significant incongruence among ratings.

Intercorrelations between factors rated by respondents who did not indicate a college affiliation are provided in Table 8B. As shown, several perfect negative correlations (-1.00) are shown between orientation information and receipt of financial aid

Table 7A
Special Students
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	---	---
2.	Financial Aid Information	3.68	.44
3.	Financial Aid Encouragement	3.90	.21
4.	Experiences with Discrimination	3.75	.46
5.	Observations of Discrimination	3.69	.52
6.	Faculty-Student-Student Relations	2.30*	.65
7.	Professional Development	3.17	.65
8.	Research Committee	2.35*	.42
9.	Student Services	2.56*	.70

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 7B
Special Students
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---								
2.	Financial Aid Information		---	.58	-.18	-.15	-.33	-.51	.45	-.28
3.	Financial Aid Encouragement			---	-.21	.43	-.75	-.56	.26	-.05
4.	Experiences with Discrimination				---	.82	.13	-.18	.47	-.52
5.	Observations of Discrimination					---	-.37	-.58	.73	-.36
6.	Faculty-Student-Student Relations						---	.08	-.21	-.41
7.	Professional Development							---	-.33	.82
8.	Research Committee								---	-.45
9.	Student Services									---

Table 8A
College Unknown
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	3.31	.82
2.	Financial Aid Information	8.78	.64
3.	Financial Aid Encouragement	2.86	.92
4.	Experiences with Discrimination	3.50	.60
5.	Observations of Discrimination	3.41	.62
6.	Faculty-Student-Student Relations	2.15*	.60
7.	Professional Development	2.50	.67
8.	Research Committee	2.67*	.37
9.	Student Services	3.25	.50

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 8B
College Unknown
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	-.100	.00	1.00	1.00	.00	-1.00	-1.00	-1.00
2.	Financial Aid Information		---	.59	-.23	-.18	.66	.84	.90	.89
3.	Financial Aid Encouragement			---	-.44	-.44	.21	.62	.78	.55
4.	Experiences with Discrimination				---	.92	-.12	-.24	-.08	-.40
5.	Observations of Discrimination					---	-.06	-.17	-.09	-.30
6.	Faculty-Student-Student Relations						---	.75	.52	-.82
7.	Professional Development							---	.84	.75
8.	Research Committee								---	.75
9.	Student Services									---

information, professional development, the research committee, and student services. A perfect positive correlation (1.00) was revealed between orientation information, experiences with discrimination, and observations of discrimination. High positive and moderately high positive correlations were indicated between receipt of financial aid information and encouragement to apply for financial aid (r=.59), faculty-student-student relations (r=.66), professional development (r=.84), the research committee (r- .90), and student services (r=.89). Moderately high positive correlations were also indicated between encouragement to apply for financial aid and professional development (r=.62), and the research committee (r=.78). A high positive correlation was thought to exist between experiences with and observations of discrimination (r-.92). Moderately high positive correlations were also found among professional development (r=.84), the research committee (r=.75), and student services (r=.75).

College Comparisons

Table 9 contains a comparison of ratings of each environmental factor by respondents from all academic colleges and by special students. As shown, orientation information was given a positive rating by three of the six colleges: Agriculture (2.78), Arts and Sciences (2.96), and Business (2.49). the rating provided by Arts and Sciences respondents, however, yielded a relatively neutral score. These positive ratings indicate that students in these colleges considered their orientation to OSU (provided by the Graduate College and/or their department) to be adequate -- providing valuable and sufficient information. Special students, who have not been admitted to an academic college, indicated by the absence of a mean score that they had not participated in an orientation program.

Table 9
College Comparison
(Ratings of Environmental Factors)

		College						
		AG	A&S	BUS	EDUC	ENGR	HE	SPEC
1.	Orientation Information	2.78*	2.96*	2.49*	3.08	3.09	3.32	----
2.	Financial Aid Information	3.08	2.96	2.88	3.42	3.37	3.13	3.68
3.	Financial Aid Encouragement	3.28	3.01	3.00	3.60	3.35	3.10	3.90
4.	Experiences with Discrimination	3.67	3.53	3.59	3.65	3.57	3.62	3.75
5.	Observations of Discrimination	3.47	3.29	3.37	3.48	3.46	3.55	3.69
6.	Faculty-Student-Student Relations	2.31*	2.24*	2.14*	2.38*	2.53*	2.30*	2.30*
7.	Professional Development	2.66	2.52	2.89	3.06	2.93	2.69	3.17
8.	Research Committee	2.19*	2.13*	2.25*	2.20*	2.16*	2.17*	2.35*
9.	Student Services	2.76*	2.96	2.91*	2.79*	2.94*	3.03	2.56*

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

*Lower mean scores indicate positive ratings.

Neither ratings of financial aid information nor encouragement to apply for financial assistance received positive ratings from either group. Respondents, therefore, did not feel that they received adequate information about financial assistance opportunities from departmental and university sources. Neither did they feel that they were being encouraged by departmental and university representatives to compete for financial awards offered by local, state, national, and discipline-related groups. Similarly, ratings of experiences with racial and/or sexual discriminatory acts and observations of such acts received negative responses, indicating that such occurrences were minimal or non-existent.

Faculty-student-student relationships received a positive rating from each group. The positive rating indicated a perception that meaningful collegial (professional) and social (non-professional) relationships existed between the groups.

Perceptions of professional development activities were overwhelmingly negative, with the College of Arts and Sciences giving a relatively neutral rating. A negative rating indicated that respondents felt they did not receive continuous information, encouragement, and assistance regarding opportunities to participate in such activities. In the case of respondents from the College of Education and special students, ratings may reflect a perception that such assistance is not needed given the typically high concentration of returning professionals in these groups.

The research committee received a positive rating from each college. A positive rating indicated satisfaction with the process for establishing and maintaining research committee membership and the level of expertise exhibited by committee members. The positive rating of the research committee by special students (who do not have such committees) may reflect their tendency to synonymize this group with faculty members in general. All groups provided a positive or relatively neutral rating of student services offices. Based on the respondents' use of and experiences with selected student services office, they tended to have a positive perception of the services provided by the offices.

Of particular interest is the relationship perceived as existing between many of the environmental factors, as shown in the correlation matrices. As examples, respondents typically felt that a high positive correlation existed between orientation information and financial aid information, as well as between faculty-student-student relations and professional development. Similarly, relationships were thought to exist between receipt of financial aid information, encouragement to apply for financial aid and the research committee. Therefore, one's orientation to the university and his/her relationship with faculty members and students makes a significant contribution to their perception of the positiveness or negativeness of the graduate academic environment.

Perceptions by Ethnic Group

Ethnic Minorities

Table 10A contains ethnic minority graduate students' ratings of environmental factors. Ethnic minorities (Asian American, Black, Hispanic, and Native American) rated four factors positively: orientation information (2.92), faculty-student-student relations (2.43), the research committee (2.10), and student services (2.67). Standard deviations revealed relatively consistent ratings among respondents, with ratings of the research committee showing the gratest variability.

The correlation matrix presented in Table 10B revealed few moderately high and high positive correlations. For instance, ethnic minority students felt that a moderately high positive relationship existed between receipt of financial aid information and encouragement to apply for financial aid (r=.57). A similar relationship was thought to exist between encouragement to apply for financial aid and professional development (r=.58). Faculty and student relations were also perceived as having a correlation with professional development (r=.61). A high positive correlation was thought to exist between experiences with and observations of discrimination (r=.91).

Table 10A
Ethnic Minority Students
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	2.92*	.73
2.	Financial Aid Information	3.04	.68
3.	Financial Aid Encouragement	3.26	.77
4.	Experiences with Discrimination	3.57	.57
5.	Observations of Discrimination	3.44	.68
6.	Faculty-Student-Student Relations	2.43*	.63
7.	Professional Development	2.82	.72
8.	Research Committee	2.10*	.85
9.	Student Services	2.67*	.66

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 10B
Ethnic Minority Students
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.31	.20	-.10	-.14	.18	.19	.42	.49
2.	Financial Aid Information		---	.57	.08	.13	.28	.44	.04	.07
3.	Financial Aid Encouragement			---	.06	.09	.40	.58	.16	.10
4.	Experiences with Discrimination				---	.91	-.04	-.05	.09	-.33
5.	Observations of Discrimination					---	-.07	-.05	-.01	-.33
6.	Faculty-Student-Student Relations						---	.61	.28	.07
7.	Professional Development							---	.22	.06
8.	Research Committee								---	.14
9.	Student Services									---

International Students

Ratings of environmental factors by International students are presented in Table 11A. Mean scores revealed positive ratings of three factors: orientation information (2.88), faculty-student-student relations (2.37), and the research committee (2.26). Ratings of student services (2.96) tended to reflect a relatively neutral rating. Standard deviations revealed considerable variability in ratings of orientation information and the research committee, indicating a significant number of positive and negative ratings.

Table 11B contains several moderately high positive correlations between environmental factors. Ratings by international students revealed perceived relationships between orientation information financial aid information (r=.52), faculty- student-student relations (r=.68), professional development (r=.60), the research committee (r=.59), and student services (r=.82). A moderately high negative correlation was perceived between orientation information and experiences with (r=-.58) and observation of discrimination (r=-.62).

Moderately high positive relationships were also thought to exist between receipt of financial aid information and encouragement to apply for such aid (r=.70) and between receipt of financial aid information and professional development (r=.60). A moderately high positive relationship was also indicated between encouragement to apply for financial assistance and professional development (r=.67) and the research committee (r=.59).

International students' ratings of experiences with discrimination revealed a moderately high positive correlation with observations of discrimination (r=.82), while a moderately high negative relationship was thought to exist between experiences with discrimination and services provided by student services offices (r=-.57). Faculty-student-student relationships were perceived as having a moderately high positive correlation with professional development (r=-.71); professional development also showed a moderately high positive correlation with the research committee (r=.52).

Table 11A
International Students
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	2.88*	1.04
2.	Financial Aid Information	3.08	.76
3.	Financial Aid Encouragement	3.18	.85
4.	Experiences with Discrimination	3.56	.51
5.	Observations of Discrimination	3.42	.62
6.	Faculty-Student-Student Relations	2.37*	.59
7.	Professional Development	2.75	.86
8.	Research Committee	2.26*	.98
9.	Student Services	2.96	.77

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 11B
International Students
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.52	.40	-.58	-.62	.68	.60	.59	.82
2.	Financial Aid Information		---	.70	-.28	-.22	.43	.60	.41	.36
3.	Financial Aid Encouragement			---	-.28	-.28	.49	.67	.59	.30
4.	Experiences with Discrimination				---	.82	-.29	-.26	-.45	-.57
5.	Observations of Discrimination					---	-.16	-.25	-.36	-.54
6.	Faculty-Student-Student Relations						---	.71	.36	.21
7.	Professional Development							---	.52	.37
8.	Research Committee								---	.39
9.	Student Services									---

Caucasians

Table 12A contains white (Caucasian) students' ratings of environmental factors. Positive perceptions of two factors were revealed: faculty-student-student relations (2.16) and the research committee (2.25). Standard deviations showed minimal variability for most items, indicating relative congruence. The rating given orientation information revealed the greatest variability.

Relationships between environmental factors were perceived by white respondents as being few. Table 12B shows a moderately high positive relationship between four sets of environmental factors: receipt of information about and encouragement to apply for financial assistance (r=.75), experiences with and observations of discrimination (r=.66), faculty and student relations and professional development (r=.54), and professional development and the research committee (r=.54).

Ethnicity Unknown

Ratings of environmental factors by respondents who chose not to identify their ethnic affiliation are presented in Table 13A. Four positive ratings are indicated: orientation information (2.76), faculty-student-student relations (2.06), the research committee (2.05), and student services (2.76). Standard deviations revealed a large discrepancy in the rating of observations of discrimination, indicating that many respondents had observed what they considered discriminatory acts while many had not.

Table 13B contains several moderately high positive and negative correlations. Negative correlations were felt to exist between orientation information and financial aid information (r=-.70), faculty-student-student relations (r=-.80), and professional development (=-.93); a positive correlation was thought to exist between orientation information and student services (r=.54).

Table 12A
Caucasian Students
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	3.14	.93
2.	Financial Aid Information	3.32	.73
3.	Financial Aid Encouragement	3.24	.75
4.	Experiences with Discrimination	3.69	.46
5.	Observations of Discrimination	3.44	.62
6.	Faculty-Student-Student Relations	2.16*	.56
7.	Professional Development	2.72	.68
8.	Research Committee	2.25*	.83
9.	Student Services	3.11	.77

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 12B
Caucasian Students
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.49	.20	-.07	.04	.29	.13	.14	-.01
2.	Financial Aid Information		---	.75	.04	.15	.38	.40	.16	-.03
3.	Financial Aid Encouragement			---	.11	.26	.40	.47	.25	-.16
4.	Experiences with Discrimination				---	.66	.00	.07	.05	-.09
5.	Observations of Discrimination					---	.11	-.02	-.15	-.20
6.	Faculty-Student-Student Relations						---	.54	.27	.02
7.	Professional Development							---	.54	-.07
8.	Research Committee								---	.28
9.	Student Services									---

Table 13A
Ethnicity Unknown
Means and Standard Deviations
(Ratings of Environmental Factors)

Environmental Factors		M*	s
1.	Orientation Information	2.76*	.79
2.	Financial Aid Information	2.92	.67
3.	Financial Aid Encouragement	3.27	.75
4.	Experiences with Discrimination	3.14	.82
5.	Observations of Discrimination	2.98	1.05
6.	Faculty-Student-Student Relations)	2.06*	.30
7.	Professional Development	2.72	.78
8.	Research Committee	2.05*	.72
9.	Student Services	2.76*	.80

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 13B
Ethnicity Unknown
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	-.70	.47	.35	.32	-.80	-.93	.43	.54
2.	Financial Aid Information		---	.57	-.32	.01	.53	.56	.37	-.07
3.	Financial Aid Encouragement			---	-.48	-.41	.53	.69	.08	.16
4.	Experiences with Discrimination				---	.88	-.06	-.18	.42	-.11
5.	Observations of Discrimination					---	.01	-.19	.68	-.11
6.	Faculty-Student-Student Relations						---	.79	.08	.08
7.	Professional Development							---	-.08	-.18
8.	Research Committee								---	.40
9.	Student Services									---

Moderately high positive correlations were observed between receipt of financial aid information and encouragement to apply (r=.57), faculty student relations (r=.53), and professional development (r=.56). Similar relationships were observed between encouragement to apply for financial assistance and faculty and student relations (r=.53), and professional development (r=.69).

Ratings of experiences with discrimination indicated a high positive correlation with observations of discrimination (r=.88). Moderately high positive correlations were observed between observations of discrimination and the research committee (r=.68) and faculty-student-student relations and professional development (r=.79).

Comparison by Ethnic Group

Table 14 contains ratings of environmental factors by all ethnic groups. Orientation information was given a positive rating by each ethnic group except Caucasians. Ethnic minority ratings of orientation information, however, tended to be neutral, indicating a perception that the information could be described as either "adequate" or "mediocre."

Neither of the four groups gave positive ratings to financial aid information, encouragement to apply for financial aid, or experiences with and observations of discrimination positive ratings. Negative ratings of the former two factors indicated that they felt they received little information and encouragement relative to financial aid. Negative ratings of the latter two factors indicated little or no exposure to racist and/or sexist discriminatory acts.

With reference to faculty-student-student relations, all four groups provided a positive rating. The positive rating indicated a perception that collegial and social relationships between the two groups were acceptable.

Perceptions of professional development activities were negative for each group. Respondents, therefore, felt that faculty members were not providing sufficient assistance in helping them to identify and participate in professional development activities.

Table 14
Ethnic Group Comparison
(Ratings of Environmental Factors)

		Ethnic Group			
		Ethnic Minorities	International Students	Caucasians	Unknown
1.	Orientation Information	2.92*	2.88*	3.14	2.76*
2.	Financial Aid Information	3.04	3.08	3.32	2.92
3.	Financial Aid Encouragement	3.26	3.18	3.24	3.27
4.	Experiences with Discrimination	3.57	3.56	3.69	3.14
5.	Observations of Discrimination	3.44	3.42	3.44	2.98
6.	Faculty-Student-Student Relations	2.43*	2.37*	2.16*	2.06*
7.	Professional Development	2.82	2.75	2.72	2.72
8.	Research Committee	2.10*	2.26*	2.25*	2.05*
9.	Student Services	2.67*	2.96	3.11	2.76

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

*Lower mean scores indicate positive ratings.

Ratings of the research committee received an overwhelmingly positive response from the ethnic groups. Students services offices received a positive rating from all groups, except Caucasians and international students.

All Respondents

Table 15A contains mean ratings of environmental factors by all respondents, regardless of academic college or ethnic group. Results showed that respondents perceived orientation information as being "mediocre," as indicated by the neutral response (2.99). Positive ratings were given to the faculty-student-student relations (2.30), the research committee (2.18), and student services (2.89). A review of standard deviations revealed relative congruence, with orientation information and the research committee showing the greatest variability in ratings.

The correlation matrix (Table 15B) revealed few perceptions of relationships between environmental factors. For instance, moderately high positive relationships were thought to exist between the following factors: financial aid information and encouragement to apply (r=.65),
encouragement to apply for financial assistance and professional development (r=.56), experiences with and observations of discrimination (r=.82), and faculty-student- student relations and professional development (r-.60).

Table 15A
All Respondents
Means and Standard Deviations
(Ratings of Environmental Factors)

	Environmental Factors	M*	s
1.	Orientation Information	2.99	.87
2.	Financial Aid Information	3.15	.72
3.	Financial Aid Encouragement	3.24	.77
4.	Experiences with Discrimination	3.60	.54
5.	Observations of Discrimination	3.42	.66
6.	Faculty-Student-Student Relations	2.30*	.60
7.	Professional Development	2.77	.74
8.	Research Committee	2.18*	.86
9.	Student Services	2.89*	.75

Note: Rating scales for environmental factors 1, 8, and 9 ranged from 1 to 5. Ratings of factors 2 through 7 were made on scales ranging from 1 to 4.

* Lower mean scores indicate positive ratings.

Table 15B
All Respondents
Intercorrelations Between Environmental Factors

		1	2	3	4	5	6	7	8	9
1.	Orientation Information	---	.42	.22	-.17	-.15	.27	.23	.35	.35
2.	Financial Aid Information		---	.65	.00	.07	.31	.45	.19	.13
3.	Financial Aid Encouragement			--	-.02	.05	.41	.56	.29	.04
4.	Experiences with Discrimination				--	.82	-.08	-.07	-.01	-.24
5.	Observations of Discrimination					--	-.02	-.09	-.09	-.29
6.	Faculty-Student-Student Relations						--	.60	.27	.03
7.	Professional Development							--	.36	.05
8.	Research Committee								--	.27
9.	Student Services									--

Summary

Graduate student perceptions of environmental factors assessed in this study indicated the significance of periodically assessing the conduciveness of the academic environment for graduate study. This study sought to determine graduate student perceptions of the OSU environment and whether those perceptions varied significantly by academic college and ethnic group. Results showed that respondents (without regard to college or ethnicity) had positive perceptions of five of the nine environmental factors: experiences with and observations of discrimination, indicating that they had seldom or never been exposed to racist and sexist acts; faculty-student-student relations, indicating the existence of professional and social support groups; the research committee, endorsing processes for committee establishment and maintenance; and student services, indicating an acceptable rating of the services provided by selected offices. Orientation information received a relatively neutral rating, indicating a perception of mediocrity.

When ratings were analyzed by academic college, five environmental factors overwhelmingly received positive ratings: faculty-student-student relations, the research committee, and student services. The negative rating given experiences with and observations of discrimination also indicated that respondents perceived that they had not been exposed to such occurrences. For the factor, orientation information, three colleges (Agriculture, Arts and Sciences, Business) provided positive ratings, while three (Education, Engineering, Home Economics) provided negative ones.

When ratings were analyzed by ethnic group, findings revealed similar ratings patterns as observed with academic colleges. Orientation information was given a positive rating by the majority of ethnic groups, as were a lack of experience with and observations of discriminatory acts, faculty and student relations, the research committee, and student services. Of interest to the researcher is that Caucasian respondents were the only group to give orientation information and student services negative ratings.

Conclusions

Based on the findings of this research, it was concluded that graduate students at OSU generally have a positive perception of the university's internal environment, regardless of college or ethnic group. Some attention, however, must be given to providing graduate students information and assisting them in identifying local, state, and national discipline-related financial assistance opportunities. In addition to providing them with information, faculty members must actively assist them in applying and competing for financial awards.

Further, findings suggest a need for faculty members to inform, encourage, and facilitate graduate students relative to professional development [enrichment] opportunities and participation in such activities. Based on the results of this study, students feel that such assistance is not currently being provided.

Finally, attention must be given to graduate students' orientation to OSU. Respondents to this survey, perceived their orientation to OSU as being mediocre. Considering that orientations are currently provided by the Graduate College and/or the academic department, the negative rating revealed by this study cannot be attributed solely to either party. It was concluded, however, that based on their matriculation at OSU, respondents had significant information to conclude that their initial orientation was less than adequate.

Based on the results of intercorrelations between environmental factors, it was concluded that respondents perceived several factors to be significantly related. For example, whether one was encouraged to apply for financial assistance was related to whether one received information about financial aid; a person's observations of discrimination were thought to be related to his/her experiences with discrimination; and faculty and student relations were perceived as having a relationship with professional development activities and one's perception of the research committee. The fact that these factors are perceived as being interrelated will come as little surprise to the majority of

readers. Of interest and potential use for future study, however, is whether a causal-comparative relationship exists between these environmental factors.

APPENDIX A

March 1989

Dear Graduate Student:

This questionnaire is designed to determine your perception of the Oklahoma State University environment. You are being asked to assess several university environmental factors, including orientation information, financial assistance, discrimination, faculty-student and student relations, professional development activities, the research committee, and student service offices. To identify factors which may be of particular interest to you, we also encourage you to provide specific comments about your perception of each environmental factor and general comments about the overall environment.

Your participation in this study can assist our efforts to ensure that the university environment is conducive to graduate study and can allow us to recommend modifications to the environment based on your perceptions. We guarantee that your participation and responses will remain confidential.

Please complete and return the questionnaire to the Graduate College at the address above by April 14. You may deliver the completed instrument to the Graduate College or mail it "postage free" by sending it through the U.S. mail. If you select to mail the questionnaire, please staple it at the center of the right side prior to depositing it in the mail.

Your participation in this study will be greatly appreciated. We look forward to sharing the results with you.

Sincerely,

Debra Buchanan
Research Associate

ID #

GRADUATE STUDENTS' PERCEPTION

OF THE

OKLAHOMA STATE UNIVERSITY ENVIRONMENT

Designed by

Debra Buchanan, Ed.D.
Oklahoma State University
Stillwater, Oklahoma

Spring, 1989

PART I: ENVIRONMENTAL FACTORS

A. Participation in Orientation Programs

Orientation programs and activities designed to acquaint new graduate students with the university are provided by academic departments and the Graduate College.

1. Please indicate whether you participated in either of the following orientation activities as a new (1st year) OSU Graduate Student:

a. Departmental orientation programs?

1. Yes _____ 2. No _____

If **NO**, please indicate why you did not participate.

1. I was not aware of the program. _____
2. I was unable to attend. _____
3. I did not think that participation would benefit me. _____
4. An orientation to OSU or its graduate programs was not required, because I was already familiar with the university. _____
5. Other (Please explain.)

_____

_____

b. Welcome Booth (located outside 202 Whitehurst the week preceding the beginning of the fall semester)?

1. Yes _____ 2. No _____

If **NO**, please indicate why you did not participate.

1. I was not aware of the program. _____
2. I was unable to attend. _____
3. I did not think that participation would benefit me. _____
4. An orientation to OSU or its graduate programs was not required, because I was already familiar with the university. _____

5. Other (Please explain.)

_____

_____

c. Graduate College Fall Orientation Program?

1. Yes _____ 2. No _____

If NO, please indicate why you did not participate.

1. I was not aware of the program. _____
2. I was unable to attend. _____
3. I did not think that participation would benefit me. _____
4. An orientation to OSU or its graduate programs was not required, because I was already familiar with the university. _____
5. Other (Please explain.)

_____

_____

2. **Perceptions of the Adequacy of Orientation Information**

IF YOU DID NOT PARTICIPATE IN ANY OF THE PREVIOUSLY LISTED ORIENTATION PROGRAMS AND ACTIVITIES AS A NEW OSU GRADUATE STUDENT, PLEASE PROCEED TO QUESTION 3.

IF YOU DID PARTICIPATE in your department's orientation program, the Welcome Booth, or the Graduate College's Fall Orientation Program, please evaluate the adequacy of orientation information which you received about the following subjects based on this scale:

1 = Very Adequate (VA)
2 = Adequate (A)
3 = Mediocre (M)
4 = Inadequate (I)
5 = Very Inadequate (VI)

	VA	A	M	I	VI
a. Academic Support Programs (e.g. tutorials, clerical support, research assistance)	1	2	3	4	5
b. Availability of on-campus housing	1	2	3	4	5
c. Availability of off-campus housing	1	2	3	4	5
d. University Bookstore	1	2	3	4	5
e. Counseling Services	1	2	3	4	5
f. Financial Aid Programs	1	2	3	4	5
g. University Library	1	2	3	4	5
h. Minority Programs and Services	1	2	3	4	5
i. Multicultural Activities/Programs	1	2	3	4	5
j. OSU Police Department	1	2	3	4	5
k. OSU Parking Regulations	1	2	3	4	5
l. Description of Stillwater	1	2	3	4	5
m. Description of OSU	1	2	3	4	5

	VA	A	M	I	VI
n. Recreational Activities for Children	1	2	3	4	5
o. Stillwater Public School System	1	2	3	4	5
p. Sports Activities	1	2	3	4	5
q. Student Health Services	1	2	3	4	5

3. Comments about Orientation Information

Please specify and comment on what types of orientation information you think would be most useful to new OSU graduate students.

B. Financial Assistance

1. How much information have you received from university officials about the following:

	A Great Deal	Some	Very Little	None
a. Types of financial assistance available to graduate students	1	2	3	4
b. Procedures and processes for applying for financial assistance	1	2	3	4
c. Applying for funds to finance research projects	1	2	3	4
d. Campus-based financial awards (e.g. scholarships, fellowships)	1	2	3	4
e. Organizations that provide nationally competitive financial awards for graduate students	1	2	3	4

2. How much encouragement have you received from faculty in your department to apply for any of the following:

	A Great Deal	Some	Very Little	None
a. Graduate assistantships	1	2	3	4
b. Departmental scholarships	1	2	3	4
c. Departmental fellowships	1	2	3	4
d. Tuition waivers	1	2	3	4
e. Campus-based scholarships/fellowships	1	2	3	4
f. Philanthropic or discipline-related scholarships/awards	1	2	3	4
g. Federally supported financial awards	1	2	3	4

3. **Do you think that any member of the university has denied you opportunities to receive (or participate in):**

a. Departmental assistantships	1. Yes	_____	2. No	_____
b. Departmental scholarships	1. Yes	_____	2. No	_____
c. Departmental fellowships	1. Yes	_____	2. No	_____
d. Tuition waivers	1. Yes	_____	2. No	_____
e. Faculty research projects	1. Yes	_____	2. No	_____
f. Campus-based scholarships/ fellowships	1. Yes	_____	2. No	_____
g. Scholarships/awards offered by private foundations and/or organizations	1. Yes	_____	2. No	_____
h. Federally supported financial awards	1. Yes	_____	2. No	_____

4. **What is your current employment status?**

a. Full time (40 hrs or more) _____

b. Part time (less than 40 hrs.) _____

c. Unemployed _____

5. **Are you currently employed as a graduate assistant?**

a. Yes _____ b. No _____

6. **If your answer to the previous question (#5) is <u>YES</u>, what type of assistantship do you have?**

a. Teaching _____

b. Research _____

7. Comments about Financial Assistance

C. **Perceptions of Discrimination**

(**Note:** For the purpose of this question, insults are defined as derogatory comments.)

1. **To what extent have you experienced the following:**

	Frequently	Occasionally	Seldom	Never
a. Racial insults in class	____	____	____	____
b. Sexist insults in class	____	____	____	____
c. Racial insults from other students	____	____	____	____
d. Sexist insults from other students	____	____	____	____
e. Racial insults from University employees	____	____	____	____
f. Sexist insults from University employees	____	____	____	____

2. **To what extent have you witnessed the following:**

	Frequently	Occasionally	Seldom	Never
a. Racial insults in class	____	____	____	____
b. Sexist insults in class	____	____	____	____
c. Racial insults from other students	____	____	____	____
d. Sexist insults from other students	____	____	____	____
e. Racial insults from University employees	____	____	____	____
f. Sexist insults from University employees	____	____	____	____

3. Comments about Perceptions of Discrimination

C. Faculty-Student and Student Relations

1. To what extent do faculty in your department

	Frequently	Occasionally	Seldom	Never
a. Encourage you to interact with the m socially (e.g. coffee, lunch, social gatherings, holiday celebrations)?	1	2	3	4
b. Appear interested in your professional development?	1	2	3	4
c. Assist you with academic difficulties?	1	2	3	4

2. To what extent do students in your department

a. Establish collegial relationships with you (e.g. study groups, share class information/notes, collaborate on research projects)?	1	2	3	4
b. Interact socially with you?	1	2	3	4

3. To what extent do you

a. Initiate social interaction with faculty members in your department (e.g. invite them to have coffee, lunch, dinner)?	1	2	3	4
b. Initiate collegial relationships with students in your department?	1	2	3	4
c. Initiate social interaction with students in your department?	1	2	3	4
d. Inform faculty of your desire to participate in professional development activities?	1	2	3	4

4. Comments about Faculty-Student and Student Relations

E. Professional Development Activities

1. To what extent do faculty in your department

	Frequently	Occasionally	Seldom	Never
a. Inform you of on-campus professional development opportunities (e.g. workshops conferences, seminars, teleconferences)?	1	2	3	4
b. Inform you of off-campus professional development opportunities?	1	2	3	4
c. Encourage you to participate in on-campus professional development opportunities?	1	2	3	4
d. Encourage you to participate in off-campus professional development opportunities?	1	2	3	4
e. Encourage you to join professional organizations in your field?	1	2	3	4
f. Facilitate your attendance at off-campus professional meetings (e.g. conferences, seminars, workshops)?	1	2	3	4
g. Encourage you to network with on-campus professionals (i.e., persons having experience in your field of study)?	1	2	3	4
h. Encourage you to network with off-campus professionals?	1	2	3	4
i. Encourage you to submit papers for presentation at conferences?	1	2	3	4
j. Provide instruction on publishing in professional journals?	1	2	3	4

	Frequently	Occasionally	Seldom	Never
k. Encourage you to publish while a graduate student?	1	2	3	4
l. Provide instruction on soliciting funds to support research projects?	1	2	3	4
m. Invite you to work with them on research projects?	1	2	3	4
n. Invite you to co-author publications with them?	1	2	3	4
o. Encourage you to actively participate in research seminars offered by your department?	1	2	3	4
p. Encourage you to discuss on-going research with them?	1	2	3	4
q. Encourage you to seek technical assistance with research problems (i.e., departmental laboratories, college laboratories and faculty members)?	1	2	3	4

2. Comments about Professional Development Activities

F. Research Committee

(Note: For the purpose of the following questions, research committee is defined as the group of faculty members which provides advice and counsel to graduate students to assist in completing the doctoral dissertation or the master's thesis, formal report, or creative component.)

Please indicate your level of satisfaction, with regard to the following items based on this scale:

1 = Very Satisfied (VS)
2 = Satisfied (S)
3 = No Opinion (NO)
4 = Dissatisfied (D)
5 = Very Dissatisfied (VD)

1. The freedom your department provides you to:

		VS	S	NO	D	VD
a.	Select a research adviser whose interests are consistent with your academic interests and goals	1	2	3	4	5
b.	Change your research adviser to obtain the best available guidance for completion of your research	1	2	3	4	5
c.	Adjust research committee membership to obtain the best available guidance for completion of your research	1	2	3	4	5
d.	Seek advice and counsel from each member of the research committee	1	2	3	4	5

2. In your opinion, does at least one member of your research committee have expertise in or sufficient knowledge of your area of research interest?

a. Yes _____ b. No _____

3. Has your departmental adviser encouraged you to select a chair of your research committee based solely on that person's ability to expedite the completion of your degree requirements?

a. Yes _____ b. No _____

4. **Does your department require you to present your research proposal in an open seminar to faculty and graduate students?**

a. Yes _____ b. No _____

5. **Comments about your Research Committee**

G. **Student Service Offices**

1. **Based on your experience(s), how do you rate the services provided by the following university offices? A response of NOT APPLICABLE will indicate that you have not utilized the services of a particular office.**

	Excellent				Poor	Not Applicable
a. Bursar's Office	1	2	3	4	5	_____
b. Registrar's Office	1	2	3	4	5	_____
c. Financial Aid Office	1	2	3	4	5	_____
d. Graduate College	1	2	3	4	5	_____
e. University Bookstore	1	2	3	4	5	_____
f. University Library	1	2	3	4	5	_____
g. OSU Police Department	1	2	3	4	5	_____
h. Student Health Center	1	2	3	4	5	_____
i. Residential Life Office	1	2	3	4	5	_____
j. Minority Student Services	1	2	3	4	5	_____
k. OSU Counseling Center	1	2	3	4	5	_____

2. **Comments about Student Service Offices**

H. General Comments

Please provide general comments about your perception of the OSU environment. Suggestions for improving the environment may also be included.

Part II. Respondent Characteristics

Instructions: Please respond to each of the following items which are designed to provide a description of the participants in this study.

1. Graduate level at present?

A. Special Student _____
B. Master's _____
C. Specialist _____
D. Doctoral _____

2. Status at present?

A. Part-time (less than 9 credit hours) _____
B. Full-time (more than 9 credit hours) _____

3. College affiliation?

A. Agriculture _____
B. Art and Sciences _____
C. Business _____
D. Education _____
E. Engineering _____
F. Home Economics _____
G. Veterinary Medicine _____
H. Not Applicable _____ (Special Student)

4. Race or Ethnic Identification?

A. Non-Resident Alien-International _____
B. Black, Non -Hispanic _____
C. American Indian or Alaskan _____
D. Asian or Pacific Islander _____
E. Hispanic _____

F. White, Non-Hispanic _____

5. Age at last birthday? _____

6. What is your current marital status?

A. Single _____
B. Married _____

7. **Do you have children living at your current place of residence?**

A. Yes _____ (How many? _____)
B. No _____

8. **State of official residence?**
A. Oklahoma _____ (Please specify) _____
B. Another State _____ (Please specify) _____
C. Another Country _____

9. **City of residence at present?**
A. Stillwater _____
B. Oklahoma City _____
C. Tulsa _____
D. Other _____ (Please specify) _____

10. **Have you attended OSU prior to being enrolled in your current academic program??**

a. Yes _____ b. No _____

11. **Have you ever received a degree from OSU?**

a. Yes _____ b. No _____

12. **If your response to the previous question is YES, which degree(s) did you receive from OSU?**

A. Bachelor's _____
B. Master's _____
C. Specialist _____
D. Doctoral _____

APPENDIX B

Table B-1

Target Sample Size
by Ethnic Group

	N	%
Internationals	354	38
Ethnic Minorities	224	24
White	350	38
Total	920	100

Table B-2
Distribution of Returns
by Ethnic Group

	N	% Returns (N=284)	% Returns per Sample (N=920)
Internationals	54	19	15
Ethnic Minorities	111	39	50
White	104	37	30
Not Identifiable	15	5	N/A
Total	284		

Table B-3
Respondent Characteristics

Graduate Level	N	%
Special	15	6
Masters	143	52
Specialist	---	---
Doctoral	115	42

Enrollment Status	N	%
Part-Time	96	36
Full-Time	174	64

College	N	%
Agriculture	29	11
Arts & Sciences	88	33
Business	25	9
Education	69	26
Engineering	32	12
Home Economics	18	7
Vet. Med.	1	.4
Special	8	.3

Ethnic Group	N	%
Internationals	54	20
Black	22	8
American Indian	24	9
Asian	46	17
Hispanic	19	7
White	104	39

Age	N	%
21-30	134	47
31-40	88	32
41-50	40	14
> 50	7	2
Not Reported	15	5

Marital Status	N	%
Single	132	45
Married	151	55

Children at Home?	N	%
Yes	80	29
No	194	71

No. of Children at Home	N	%
1	32	42
2	25	33
3	15	20
4	4	5

Residence	N	%
Oklahoma	157	58
Another State	28	10
Another Country	84	31

City of Residence	N	%
Stillwater	191	71
Oklahoma City	16	6
Tulsa	5	2
Other	56	21

Previously Attended OSU	N	%
Yes	112	40
No	165	60

Hold OSU Degree(s)	N	%
Yes	93	34
No	183	66

Type of Degree from OSU	N	%
Bachelors	66	59
Masters	45	40
Specialist	--	
Doctorate	1	0.8

Table B-4
Participants in Graduate
Orientation Programs (All Groups)

	Participated?		
	Yes	No	No Response
Departmental Orientation	82 (29%)	196 (71%)	6
Welcome Booth	17 (6%)	252 (94%)	15
Graduate College Orientation	51 (19%)	220 (81%)	13

Table B-5
Reasons for Not Participating
in Graduate Orientation Programs
(All Groups)

	Not Aware	Unable	Not Beneficial	Not Necessary	Other
Departmental Orientation	112 (63%)	23 (13%)	2 (1%)	38 (21%)	3 (2%)
Welcome Booth	169 (70%)	31 (13%)	8 (3%)	27 (11%)	6 (3%)
Graduate College Orientation	122 (59%)	27 (13%)	10 (5%)	41 (20%)	6 (3%)

Table B-6
Perceptions Regarding Adequacy
of Orientation Information
(All Sources) (All Groups)

Item	Rating				
	VA	A	M	I	VI
1. Academic Support Services	9 (10%)	27 (31%)	26 (30%)	10 (11%)	16 (18%)
2. On-Campus Housing	17 (19%)	38 (42%)	20 (22%)	8 (9%)	7 (8%)
3. Off-Campus Housing	7 (8%)	28 (32%)	22 (25%)	23 (26%)	8 (9%)
4. University Bookstore	11 (12%)	31 (34%)	23 (25%)	17 (18%)	10 (11%)
5. Counseling Services	13 (15%)	27 (31%)	21 (24%)	14 (16%)	13 (15%)
6. Financial Aid	7 (8%)	15 (17%)	31 (35%)	19 (21%)	17 (19%)
7. University Library	11 (12%)	31 (33%)	28 (30%)	10 (11%)	13 (14%)
8. Minority Programs	5 (6%)	21 (24%)	34 (39%)	13 (15%)	14 (16%)
9. Multicultural Activities	4 (5%)	23 (27%)	32 (37%)	13 (15%)	14 (16%)
10. OSU Police Department	10 (11%)	30 (33%)	23 (26%)	16 (18%)	11 (12%)
11. OSU Parking Regulations	7 (8%)	33 (36%)	23 (25%)	16 (17%)	13 (14%)
12. Description of Stillwater	4 (4%)	31 (34%)	27 (30%)	19 (21%)	10 (11%)
13. Description of OSU	9 (10%)	42 (46%)	25 (27%)	8 (9%)	7 (8%)
14. Recreation for Children	3 (4%)	13 (16%)	22 (27%)	19 (23%)	24 (30%)
15. Public School System	1 (1%)	15 (19%)	19 (24%)	17 (21%)	28 (35%)
16. Sports Activities	7 (8%)	30 (34%)	22 (25%)	12 (14%)	17 (19%)
17. Student Health Services	6 (7%)	31 (34%)	29 (32%)	13 (14%)	11 (12%)

VA = Very Adequate A = Adequate M = Mediocre I = Inadequate VI = Very Inadequate

Table B-7
Amount of Information
Received About Financial Assistance
(All Groups)

	A Great Deal	Some	Very Little	None
Types Available	14 (5%)	85 (31%)	91 (33%)	86 (31%)
Procedures & Processes for Applying	13 (5%)	80 (29%)	72 (26%)	109 (40%)
Funds for Research Projects	6 (2%)	47 (17%)	58 (22%)	159 (59%)
Campus-Based Awards	9 (3%)	54 (20%)	89 (33%)	121 (44%)
National Competitive Awards	8 (3%)	43 (16%)	72 (26%)	148 (55%)

Table B-8
Encouragement Received from Faculty
to Apply for Financial Awards
(All Groups)

	A Great Deal	Some	Very Little	None
Graduate Assistantships	78 (29%)	56 (21%)	42 (16%)	92 (34%)
Departmental Scholarships	14 (5%)	46 (17%)	53 (20%)	153 (58%)
Departmental Fellowships	13 (5%)	30 (11%)	50 (19%)	172 (65%)
Tuition Waivers	36 (14%)	43 (16%)	41 (15%)	145 (55%)
Campus-Based Awards	9 (3%)	33 (12%)	57 (22%)	166 (63%)
Philanthropic Awards	7 (3%)	24 (9%)	45 (17%)	187 (71%)
Federal Awards	10 (4%)	25 (9%)	40 (15%)	191 (72%)

Table B-9
Perceptions Regarding Denial
of Opportunities to Receive (or Participate in)
Financial Assistance Programs

	Yes	No
Departmental Assistantships	27 (10%)	230 (90%)
Departmental Scholarships	25 (10%)	220 (90%)
Departmental Fellowships	38 (9%)	224 (91%)
Tuition Waivers	22 (9%)	229 (91%)
Faculty Research Projects	21 (8%)	225 (92%)
Campus-Based Awards	24 (10%)	221 (90%)
Philanthropic Awards	26 (10%)	221 (90%)
Federal Awards	30 (12%)	218 (88%)

Employment Status	N	%
Full-Time	80	29
Part-Time	131	47
Unemployed	67	24

Graduate Assistant?	N	%
Yes	121	44
No	157	56

Type of Assistantship?	N	%
Teaching	75	64
Research	42	36

Required to submit research in open seminar?	N	%
Yes	90	41
No	128	

Table B-10
Perceived Frequency of Experiencing
Discriminatory Insults

	Frequently	Occasionally	Seldom	Never
Racial Insults in Class	5 (2%)	21 (8%)	46 (17%)	198 (73%)
Sexist Insults in Class	3 (1%)	26 (10%)	55 (20%)	189 (69%)
Racial Insults (Students)	7 (3%)	30 (11%)	51 (19%)	182 (67%)
Sexist Insults (Students)	3 (1%)	36 (13%)	45 (17%)	185 (69%)
Racial Insults (Employees)	5 (2%)	22 (8%)	34 (12%)	210 (78%)
Sexist Insults (Employees)	3 (1%)	16 (6%)	38 (14%)	215 (79%)

Table B-11
Perceived Frequency of Being a Witness
to Discriminatory Insults

	Frequently	Occasionally	Seldom	Never
Racial Insults in Class	6 (2%)	34 (13%)	64 (24%)	165 (61%)
Sexist Insults in Class	8 (3%)	39 (14%)	56 (21%)	168 (62%)
Racial Insults (Students)	10 (4%)	55 (20%)	73 (27%)	132 (49%)
Sexist Insults (Students)	8 (3%)	46 (17%)	51 (19%)	163 (61%)
Racial Insults (Employees)	6 (2%)	35 (13%)	37 (14%)	191 (71%)
Sexist Insults (Employees)	6 (2%)	24 (9%)	38 (14%)	202 (75%)

Table B-12
Perceptions Regarding
Faculty Student and Student Relations

	Frequently	Occasionally	Seldom	Never
Faculty				
Encourage Social Interaction	43 (16%)	85 (31%)	87 (32%)	59 (22%)
Show Interest in Professional Development	96 (35%)	97 (35%)	67 (24%)	14 (5%)
Assist with Academic Difficulties	89 (33%)	120 (44%)	49 (18%)	15 (6%)
Students				
Establish Collegial Relationships	84 (30%)	95 (34%)	69 (25%)	29 (10%)
Interact Socially	74 (27%)	81 (30%)	87 (32%)	32 (12%)
Respondent				
Initiate Social Interactions with Faculty	15 (6%)	66 (24%)	104 (38%)	90 (33%)
Initiate Collegial Relations with Students	74 (27%)	116 (42%)	64 (23%)	21 (8%)
Initiate Social Interactions with Students	54 (20%)	121 (44%)	71 (26%)	29 (10%)
Inform Faculty of Professional Development Goals	12 (13%)	128 (47%)	76 (28%)	32 (12%)

Table B-13
Perceptions Regarding Faculty
Involvement in Student's
Professional Development

		Frequently	Occasionally	Seldom	Never
1.	Inform About On-Campus Opportunities	83 (30%)	111 (40%)	55 (20%)	25 (9%)
2.	Inform About Off-Campus Opportunities	40 (14%)	97 (35%)	76 (28%)	63 (23%)
3.	Encourage to Participate in On-Campus Opportunities	63 (23%)	92 (34%)	64 (23%)	55 (20%)
4.	Encourage to Participate in Off-Campus Opportunities	42 (15%)	75 (27%)	80 (29%)	78 (28%)
5.	Encourage to Join Professional Organizations	72 (26%)	86 (31%)	71 (26%)	45 (16%)
6.	Facilitate Attendance at Off-Campus Meetings	34 (12%)	83 (30%)	69 (25%)	88 (32%)
7.	Encourage Networking on Campus	36 (13%)	80 (29%)	86 (32%)	70 (26%)
8.	Encourage Networking off Campus	25 (9%)	55 (20%)	78 (29%)	110 (41%)
9.	Encourage Paper Presentations	46 (17%)	85 (31%)	50 (18%)	91 (34%)
10.	Provide Instruction on Publishing	35 (13%)	64 (24%)	70 (26%)	102 (38%)
11.	Encourage Publishing While Student	54 (20%)	62 (23%)	63 (24%)	87 (33%)
12.	Provide Instruction on Soliciting Research Funds	9 (3%)	30 (11%)	68 (25%)	161 (60%)

Table B-13 (Continued)
Perceptions Regarding Faculty
Involvement in Student's
Professional Development

		Frequently	Occasionally	Seldom	Never
13.	Invite to Work on Research Projects	26 (10%)	53 (20%)	57 (21%)	132 (49%)
14.	Invite to Co-Author Publications	15 (6%)	48 (18%)	41 (15%)	167 (62%)
15.	Encourage Participation in Department Research Seminars	39 (14%)	59 (22%)	59 (22%)	113 (42%)
16.	Encourage Discussing Research Activities	31 (12%)	74 (28%)	65 (24%)	99 (37%)
17.	Encourage Seeking Technical Assistance	28 (10%)	77 (29%)	55 (20%)	108 (40%)

Table B-14
Level of Satisfaction
with Procedures and Activities
Regarding the Research Committee

	VS	S	NO	D	VD
Selecting a Research Adviser with Mutual Interests and Goals	124 (49%)	72 (28%)	42 (17%)	7 (3%)	8 (3%)
Changing Research Advisers	59 (24%)	52 (21%)	112 (46%)	12 (5%)	9 (4%)
Adjusting committee Membership	61 (25%)	56 (23%)	108 (44%)	12 (5%)	7 (3%)
Seeking Advice and Counsel from Committee Members	73 (29%)	81 (33%)	75 (30%)	16 (7%)	3 (1%)

Does at least one member of the research committee have expertise or sufficient knowledge about your area of research interest?

Yes	215	91%
No	21	9%

Encouraged to select chair based on his/her ability to expedite completion of research?

Yes	87	38%
No	139	62%

Required to submit research in open seminar?

Yes	90	41%
No	128	59%

Table B-15
Ratings of Selected
Student Service Offices

	Excellent				Poor	NA*
	1	2	3	4	5	
Bursar's Office	58 (21%)	96 (35%)	84 (31%)	19 (7%)	9 (3%)	7 (3%)
Registrar's Office	39 (14%)	113 (42%)	76 (28%)	19 (7%)	11 (4%)	14 (5%)
Financial Aid Office	10 (4%)	30 (12%)	35 (14%)	33 (13%)	37 (14%)	115 (44%)
Graduate College	63 (23%)	99 (36%)	73 (27%)	19 (7%)	15 (6%)	2 (.7%)
University Bookstore	37 (13%)	101 (37%)	87 (32%)	34 (12%)	11 (4%)	6 (2%)
University Library	47 (17%)	86 (31%)	71 (26%)	33 (12%)	35 (13%)	4 (1%)
OSU Police Department	37 (14%)	52 (20%)	65 (25%)	18 (7%)	16 (6%)	75 (28%)
Student Health Center	21 (8%)	47 (18%)	63 (24%)	35 (13%)	19 (7%)	78 (30%)
Residential Life Office	10 (4%)	29 (12%)	34 (14%)	11 (4%)	16 (6%)	152 (60%)
Minority Student Services	12 (5%)	29 (12%)	23 (9%)	5 (2%)	3 (1%)	181 (72%)
OSU Counseling Center	12 (5%)	14 (6%)	26 (10%)	6 (2%)	4 (2%)	188 (75%)

* Have not used the services provided by the office.

APPENDIX C

(Not available due to the sensitive nature of the comments provided.)